

Elgin Independent School District
Phoenix High School-DAEP
2019-2020

Mission Statement

EISD ensures a high-quality education that guarantees a life-changing experience for all.

Vision

EISD changes lives.

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Comprehensive Needs Assessment

Needs Assessment Overview

0% of students reached the "Approaches" level on the English I EOC in 2017 and 15% of students reached the "Approaches" level on the English II EOC in 2017. In 2018, 50% of students reached the "Approaches" level on the English I and II EOC combined, 50% of students reached the "Approaches" level on the Biology EOC, 50% of students reached the "Approaches" level on the US History EOC in 2018, and 13% of students reached the "Approaches" level on the Algebra I EOC in 2018.

The CCMR component score for 2018 was 0.

Student Achievement

Student Achievement Summary

0% of students reached the "Approaches" level on the English I EOC in 2017 and 15% of students reached the "Approaches" level on the English II EOC in 2017. 15% of students reached the "Approaches" level on the English I and II EOC combined in 2018, 50% of students reached the "Approaches" level on the Biology EOC in 2018, 50% of students reached the "Approaches" level on the US History EOC in 2018, and 13% of students reached the "Approaches" level on the Algebra I EOC in 2018.

The CCMR component score for 2018 was 0.

Student Achievement Strengths

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Low numbers of students reaching "Approaches" level on STAAR. The CCMR component score for 2018 was 0.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: December 18, 2019

Goal 1: Phoenix High School DAEP will increase its student achievement performance in the areas of writing, literacy, and numeracy.

Performance Objective 1: Intentional alignment between Phoenix High School and district campuses and processes.

Evaluation Data Source(s) 1: PHS included in every conversation about EISD campuses

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>ESF Levers Lever 1: Strong School Leadership and Planning 1) Continue the use of the Instructional Planning Anchor Chart (IPAC) that sets the lesson planning expectations for teachers.</p>	Principal	Effective Instructional plans..				
<p>TEA Priorities Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Campus Instructional coach works directly with the campus Principal and teachers on a weekly basis to promote teacher capacity in all content areas.</p>	Asst. Supt. for C&I	Effective quality instruction increasing student achievement				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
3) PHS students continue taking the TSI assessments regularly, taking PSAT and SAT	Asst. Supt. C & I	Equivalent secondary student assessments.				
Funding Sources: 199 - General Fund: State Compensatory Education - 2540.00						
TEA Priorities Connect high school to career and college ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 4) Increase PHS student graduation rate.	Principal; Asst, Supt. C & S/I	Increased percentage of students graduating with college/career ready skills.				
Funding Sources: 199 - General Fund: State Compensatory Education - 453781.00						
TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum 5) Curriculum and interim assessments aligned to TEKS with a year-long scope and sequence.	Asst. Supt. of C/I	Effective curriculum and instruction; increased 2020 STAAR scores				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Phoenix High School DAEP will increase teacher and administrator retention rates.

Performance Objective 1: Align PHS staff development and expectations with other EISD campuses.

Evaluation Data Source(s) 1: Equivalent campus practices and expectations.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers</p> <p>1) T-TESS monthly sessions are provided along with Ethics Yr 2 modules</p>	Principal	PHS teacher support				
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum</p> <p>2) During the summer of 2019, the teachers will attend a 3-day training entitled "Explicit Instruction Institute" to directly improve classroom management, which supports Positive School Culture. This will provide a common language between the Principal and teachers to support positive school culture. The district will also utilize the partnership with Region 13 by having the PHS Instructional Coach attend sessions to build her content-specific knowledge to better support instruction at PHS.</p>	Asst. Supt. of C & S/I	Accountability consistent with all EISD campuses.				
<p>Funding Sources: 199 - General Fund: State Compensatory Education - 1145.00</p>						
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Goal 2: Phoenix High School DAEP will increase teacher and administrator retention rates.

Performance Objective 2: Cultural Competency of staff increases such that they are able to successfully REACH and teach students of diverse backgrounds and experiences.

Evaluation Data Source(s) 2: School Quality Survey

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals 1) Continue to implement activities at the campus and district level to build cultural competency of teachers and staff in relation to the students served in EISD. Activities will occur on a quarterly basis, at a minimum</p>	Asst. Supt. for Academics/SI; Principals	Decrease in teacher and administrator turnover rate.				
Funding Sources: 199 - General Fund: State Compensatory Education - 3288.00						
<p>TEA Priorities Recruit, support, retain teachers and principals ESF Levers Lever 3: Positive School Culture 2) Expand the campus leadership teams' knowledge and expertise in the area of cultural competency each summer to provide opportunities for growth.</p>	Asst. Supt. for Academics/SI	Decrease in teacher and administrator turnover rate.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: Phoenix High School DAEP will increase the percentage of graduating seniors that are College, Career, and/or Military Ready (CCMR).

Performance Objective 1: The percentage of students directly enrolling in post-secondary programs and/or the military after high school graduation will increase.

Evaluation Data Source(s) 1: Data received from TEA and/or National Student Clearinghouse

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college ESF Levers Lever 3: Positive School Culture 1) Implement a K-12 focus on the Elgin Graduate Profile by aligning the age appropriate hard and soft skills needed to achieve college, career and military readiness with daily lesson plans.	Asst. Supt. of C & S/I	The percentage of students directly enrolling in post-secondary programs and/or the military will increase.				
TEA Priorities Connect high school to career and college 2) Ensure counselors continuously receive up-to-date information regarding career programs of study.	Asst. Supt. Academics & SI/Director of CCR and Director of Program Support and Guidance	The percentage of students directly enrolling in post-secondary programs and/or the military will increase.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: Phoenix High School DAEP will increase the percentage of graduating seniors that are College, Career, and/or Military Ready (CCMR).

Performance Objective 2: Implement Communities in Schools program to increase student engagement for At Risk students.

Evaluation Data Source(s) 2: Increased academic performance; increased high school completion.

Summative Evaluation 2:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>TEA Priorities Connect high school to career and college</p> <p>ESF Levers Lever 3: Positive School Culture</p> <p>1) Counselor will work with outside agencies to help students complete their FASFA and contact recruiters and trade schools to come do presentations for students which promote schooling beyond high school.</p>	District Administrative Staff;; Principal	Increased High School completion; Increased attendance and participation in school activities				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Goal 4: Phoenix High School DAEP will ensure consistent enforcement of safety and behavioral expectations for students and staff.








Performance Objective 1: Develop campus instructional leaders (principal, assistant principal, teacher leaders) with clear roles and responsibilities

Evaluation Data Source(s) 1: Clear roles and responsibilities - Positive campus climate

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>1) The DCSI (Asst. Supt. C&I) will meet with the Principal on a monthly basis to provide regular check-ins, follow-ups on previous expectations, and to provide a sounding board for any issues that the Principal may need to discuss/ask for feedback.</p>	Asst. Supt. C&I	Positive School Climate				
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>2) The Asst. Supt. of C & I with work with the Principal to ensure she has a strong working knowledge of the instructional planning process for the district and how to monitor and provide feedback to teachers on their plans.</p>	Asst. Supt. C&I	Positive School Climate				
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>3) Bringing Cabinet level leadership into the conversation about the future of PHS is a key next step and will have a direct impact on the campus over the next 2 years.</p>	Superintendent; Asst. Supt. of C/I	High expectations; Positive School Climate				
<p>ESF Levers Lever 1: Strong School Leadership and Planning</p> <p>4) Establish compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations informed by PHS students and staff.</p>	Principal; Asst. Supt. of C/I	Expectations understood and shared by all.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
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			Nov	Jan	Mar	June
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>5) The campus Principal, Instructional Coach, and Counselor will design a series of four student workshops to occur twice in the fall and twice in the spring each year. The workshops will revolve around the following topics: introducing students and staff to the campus vision and mission statements and creating common understandings of their meanings, discuss with students and staff any possible revisions to the vision and mission statements, and set student goals for activities that will demonstrate student commitment to the campus vision and mission.</p>	Principal; Asst. Supt. of C/I	Common expectations; Positive School Culture				
<p>ESF Levers Lever 3: Positive School Culture</p> <p>6) Staff members, in collaboration with the leadership team, will demonstrate they share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school by presenting the previously mentioned student workshops.</p>	Principal; Asst. Supt. of C/I	Common expectations; Positive School Culture				
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>7) Utilize data from the school climate survey given to students and staff in the spring of 2019 to inform the creation of the Phoenix High School employee/student handbook. The principal will create a handbook that will include such areas as: application process and entrance criteria, attendance policies, course completion processes, graduation requirements, behavior guidelines, etc.</p>	Principal	Common expectations; Positive School Culture				
<p>8) The Principal will review the handbook with all PHS staff and students prior to the start of each school year. The Principal will also review the handbook with individual students as they enter PHS throughout the year.</p>	Principal	Common expectations; Positive School Culture				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>ESF Levers Lever 3: Positive School Culture</p> <p>9) The Principal will monitor and ensure the ongoing fidelity of implementation of campus processes and procedures for staff and students through the utilization of a school climate survey. This survey will be administered at the end of each semester and each year to identify strengths and weaknesses in the fidelity of implementation of campus processes and procedures as well as to inform any necessary revisions to the employee/student handbook annually.</p>	Principal./Chief Technology officer	Positive School Climate				
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>10) The Asst. Supt. will utilize strategies from Leverage Leadership in coaching sessions with the Principal. The district provides opportunities for ongoing support and coaching of the PHS Principal through bi-weekly meetings with the Assistant Superintendent of Academics and School Improvement. The intent of these meetings is to support and coach the Principal on how to utilize the student data being tracked and to build capacity in adjusting student plans as needed. The district commits to assisting PHS by removing the responsibility of District Textbook Coordinator from the Principal job duties, thereby protecting the Principal's time dedicated to campus instructional leadership.</p>	Asst. Supt. of A /SI	Improved School Performance and Culture				
<p>11) During the summer of 2019, the teachers will attend a 3-day training entitled "Explicit Instruction Institute" to directly improve classroom management, which supports Positive School Culture. The Principal will attend day 3 with the teachers as the focus of this day is "Explicit Assessment that Supports Classroom Management". This will provide a common language between the Principal and teachers to support positive school culture.</p>	Asst. Supt. of C & S/I	Behavioral and academic accountability				







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June

Goal 4: Phoenix High School DAEP will ensure consistent enforcement of safety and behavioral expectations for students and staff.

Performance Objective 2: Intentional alignment between Phoenix High School and district campuses and processes.

Evaluation Data Source(s) 2: Inclusion of PHS in every aspect of EISD instructional processes.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>1) In order to create campus practices and policies that demonstrate high expectations and shared ownership for student success, during the summer of 2019, Principals of both Elgin High School and Phoenix High School, the Assistant Supt. of Academics and School Improvement, Deputy Supt., and the Superintendent will meet to determine entrance criteria for prospective students seeking enrollment into Phoenix High School. The entrance criteria will be determined by utilizing student data that includes EOCs, attendance, grades, transcripts, at-risk status, discipline history, and student interview. This criteria will be added to the existing PHS application.</p>	District Level Administrators; EHS and PHS Principals	Aligned policies and expectations				
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>2) Elgin High School Principal and counselors, Phoenix High School Principal and counselor, and district administrators mentioned above will be required to follow the set criteria moving forward when deciding on a student's admittance to PHS.</p>	District Level Administrators; EHS and PHS Principals	Aligned policies and expectations				
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>3) A review process of the entrance criteria for PHS will occur each quarter by the Principals, Assistant Supt, Deputy Supt. and Superintendent.</p>	District Level Administrators; EHS and PHS Principals	Aligned policies and expectations				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) Create a foundational understanding of why student voice is vital to the engagement and refinement of the campus vision, mission, and values.	Asst. Supt. of C/I	Positive School Climate				
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture Lever 5: Effective Instruction 5) The district is providing an Instructional Coach, specifically for PHS, beginning July 1, 2019. The coach will be housed at PHS and will work directly with the campus Principal and teachers.	Asst. Supt. of C/I	Positive School Culture				
TEA Priorities Build a foundation of reading and math ESF Levers Lever 5: Effective Instruction 6) The district is also adding a second English Language Arts/Reading teacher for Phoenix High School beginning with the 2019-2020 school year.	Asst. Supt. of C/I	Aligned policies and expectations				
ESF Levers Lever 3: Positive School Culture 7) The Chief Technology Officer for the district will assist in the creation of the campus surveys and compiling the data once the surveys are completed.	Superintendent; Chief Tech Officer; Principal	Positive School Culture				
= Accomplished = Continue/Modify = No Progress = Discontinue						





Goal 4: Phoenix High School DAEP will ensure consistent enforcement of safety and behavioral expectations for students and staff.







Performance Objective 3: Adopt a compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Evaluation Data Source(s) 3: Common understanding of mission, vision, and values as measured by surveys.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>ESF Levers Lever 3: Positive School Culture</p> <p>1) Stakeholders will be engaged in creating and continually refining the campus' mission, vision, and values through a series of student workshops each year.</p>	Campus Principal	Common understanding of mission, vision, and values among students and staff.				
<p>2) In an effort to demonstrate support for the school mission, vision, goals, and values, the PHS Principal will utilize data from the school climate survey given to students and staff in the spring of 2019 to inform the creation of the Phoenix High School employee/student handbook. The handbook will include such areas as: application process and entrance criteria, attendance policies, course completion processes, graduation requirements, behavior guidelines, etc. The Principal will review the handbook with all PHS staff and students prior to the start of each school year. The Principal will also review the handbook with individual students as they enter PHS throughout the year. The Principal will monitor and ensure the ongoing fidelity of implementation of campus processes and procedures for staff and students through the utilization of a school climate survey. This survey will be administered at the end of each semester and each year to identify strengths and weaknesses in the fidelity of implementation of campus processes and procedures as well as to inform any necessary revisions to the employee/student handbook annually.</p>	Principal	Support from students and staff for the mission, vision, goals, and values. as evidenced by School Climate Survey				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>3) The Principal and Instructional Coach will use data contained in student data binders that includes discipline referrals, attendance, credits, EOCs, and at-risk coding to track progress. In an effort to demonstrate support for the school mission, vision, goals, and values, the PHS Principal will utilize this data tracking as a means for long-term monitoring of the expectations outlined in the Phoenix High School employee/student handbook. The intent of the data review is to identify trends and adapt accordingly. Data meetings will be held each grading period (6 weeks) with the Principal, Instructional Coach, and teachers. If milestones and benchmarks are not met, individual student plans are made and adjusted to ensure each student reaches set targets as outlined in the Student Handbook.</p>	Principal	Stable student enrollment and progress.				
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>4) A data system is created to easily and regularly import the data needed to continue to track student progress. The data being tracked includes discipline referrals, attendance, credits, EOCs, and at-risk coding. The intent of the data review is to identify trends, adapt accordingly, and reinforce common behavioral expectations with a common language. The Principal of Phoenix High School will utilize rituals and public forums to celebrate students who model expectations and demonstrate behaviors that reflect campus values.</p>	Principal	Stable student enrollment and progress.				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>5) The Principal will monitor and ensure the ongoing fidelity of implementation of campus processes and procedures for staff and students through the utilization of a school climate survey. This survey will be administered at the end of each semester and each year to identify strengths and weaknesses in the fidelity of implementation of campus processes and procedures as well as to inform any necessary revisions to the employee/student handbook annually.</p>	Principal	Consistent campus expectations, policies, and procedures.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

State Compensatory

Budget for Phoenix High School-DAEP:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
6112	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$714.00
6112 - Stipend	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$3,288.00
6119	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$408,312.00
6122	6122 Salaries or Wages for Substitute Support Personnel	\$1,530.00
6129	6129 Salaries or Wages for Support Personnel	\$33,475.00
6100 Subtotal:		\$447,319.00
6200 Professional and Contracted Services		
6239	6239 ESC Services	\$485.00
6299	6299 Miscellaneous Contracted Services	\$2,540.00
6200 Subtotal:		\$3,025.00
6300 Supplies and Services		
6329	6329 Reading Materials	\$500.00
6393	6393 Computer Listed Equipment - Locally Defined	\$5,500.00
6396	6396 Supplies and Materials - Locally Defined	\$2,750.00
6398	6398 Computer Supplies/Software - Locally Defined	\$1,000.00
6300 Subtotal:		\$9,750.00
6400 Other Operating Costs		

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6417	6417 Travel and Subsistence - Locally Defined	\$660.00
6400 Subtotal:		\$660.00

Personnel for Phoenix High School-DAEP:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A. Woehl	Admin Assistant	State Compensatory Ed.	1
C. Williams	Principal	State Compensatory Ed.	1
J. Webster	Teacher	State Compensatory Ed.	1
M. Russell	Teacher	State Compensatory Ed.	1
R. Castillo	Teacher	State Compensatory Ed.	1
S. Barragan	Teacher	State Compensatory Ed.	1
T. Ubelhor	Counselor	State Compensatory Ed.	1

Campus Funding Summary

199 - General Fund: State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Mis. Operating Exp		\$2,540.00
1	1	4	Reading materials		\$500.00
1	1	4	Technology supplies		\$1,000.00
1	1	4	Technology Equipment		\$5,500.00
1	1	4	Instructional supplies		\$2,750.00
1	1	4	Substitute teachers		\$714.00
1	1	4	Substitute instructional support staff		\$1,530.00
1	1	4	Paraprofessional & Support Staff		\$33,475.00
1	1	4	Teachers/Other Professional Personnel		\$408,312.00
2	1	2	Travel & Subsistence		\$660.00
2	1	2	Education Service Center Services		\$485.00
2	2	1	Campus Stipend		\$3,288.00
Sub-Total					\$460,754.00
Grand Total					\$460,754.00